DOCUMENT RESUME

ED 473 905 SO 032 961

TITLE	Colorado Model Content Standards for History. Suggested Grade Level Expectations. Revised.
INSTITUTION	Colorado State Dept. of Education, Denver.
PUB DATE	2001-06-21
NOTE	25p.
AVAILABLE FROM	Colorado Department of Education, State Office Building, 201 E. Colfax, Denver, CO 80203. Tel: 303-866-6600; Fax: 303-830-0793; Web site: http://www.cde.state.co.us/index_home.htm.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Standards; Elementary Education; *History; Middle Schools; *Public Schools; Social Studies; *State Standards; *Student Educational Objectives
IDENTIFIERS	*Colorado; Grade Level Evaluation

ABSTRACT

This Colorado state standards guide lists six model content standards for history education in Colorado elementary schools. Standards cited in the guide are: (1) students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships; (2) students know how to use the processes and resources of historical inquiry; (3) students understand that societies are diverse and have changed over time; (4) students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history; (5) students understand political institutions and theories that have developed and changed over time; and (6) students know that religious and philosophical ideas have been powerful forces throughout history. For each of the six state standards, the guide outlines educational objectives for students in kindergarten through grade eight. (BT)

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ED 473 905

COLORADO MODEL CONTENT STANDARDS FOR HISTORY

Suggested Grade Level Expectations*

(* Suggestions for improvement are always welcome.)

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Standard 1:

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Kindergarten students will:

- distinguish between past, present, and future time, such as "before and after," "yesterday," "today," and "tomorrow"
- create a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community
- identify the beliefs and related behavior of characters in stories from times past, and the consequences of their actions
- know the "birthday" of our nation, July 4

First grade students will:

- differentiate broad categories of historical time such as "long, long ago," "yesterday," "today," and "tomorrow"
- create timelines that show people and events in sequence using days, weeks, months, years, decades, centuries
- use a calendar and distinguish between day, week, month, and year
- identify examples of change and continuity in their own lives, the history of their school and community, and in the ways people lived long ago and today

Second grade students will:

- distinguish between past, present, and future time
- create an historical narrative of their own, such as their families', their school's, or community's history or construct a brief oral narrative describing, in sequence, a past event
- develop "picture timelines" of their own lives or events in the history of their own or another family, using photos from home, drawing pictures to fill any gaps, and arranging the set chronologically to identify events or actions and their consequences

- compare rural, urban, and suburban communities and describe how the local community has changed physically and demographically over time in Colorado

Third grade students will:

- discuss the general chronological order of significant people, groups and events in the history of the community
- sequence events by days, weeks, months, and years
- create an historical narrative of their own, such as their family's, their school's, or community's history (e.g. compare a student's day in Colorado from the 19th century to the present), establish a chronology for the story, providing a beginning, a middle, and an end
- group events by broadly defined eras in the history of their local community
- identify events or actions and their consequences as shown in local or family history

Fourth grade students will:

- construct time lines of significant historical developments in Colorado, identifying the dates at which each occurred, and place them sequentially along a date line that marks at evenly spaced intervals the years, decades, and/or centuries of the time period under investigation
- create a brief historical narrative that chronologically organizes people and events in a select period of Colorado history
- create time lines that show people and events in sequence by years, decades, centuries
- describe a cause and effect relationship in a sequence of events

Fifth grade students will:

- demonstrate a chronological understanding of the study of the Colonial Era (1500 – 1754) including characteristics of English colonies in North America; differences among Spanish, French and English colonies; the interaction of Native American, black, and colonial cultures, the "planting" and nurturing of new societies
- demonstrate a chronological understanding of the study of the Revolutionary Era (1754-1783) including the causes of the revolution, the establishment of the government through the Declaration of Independence and the consequences of the Revolution

- construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections

- trace patterns of change and continuity in the history of their community, state, nation and in the laws of various people of various cultures from long ago until the post Civil War period

Sixth grade students will:

- construct various time lines of history in the regional development of the Western Hemisphere from 2000 B.C. to the present, highlighting landmark dates, technological changes, major political and military events.

- trace patterns of change and continuity in the Western Hemisphere from long ago throughout the 20th century, using a variety of information sources.

Seventh grade students will:

- construct various time lines of history in the regional development of the Eastern Hemisphere from 2000 B.C. to the present, highlighting landmark dates, technological changes, major political and military events.

- trace patterns of change and continuity in the Eastern Hemisphere from long ago throughout the 20th century, using a variety of information sources.

- compare and contrast the distribution, growth rates, and characteristics of human population, with attention to settlement patterns in Asia and Africa

Eighth grade students will:

- construct various time lines of American history during the 19th century, highlighting landmark dates, technological changes, major political and military events

- demonstrate a chronological understanding of the study of the major topics in the study *Expanding Nation: The North and South* (1815-1850) including geographic and demographic expansion; market expansion, early industrialization (industrial revolution; the plantation system, growth of cities, the immigrants and their experiences)

- demonstrate a chronological understanding of the major topics in the study *Expanding Nation: Westward Movement* (1815-1850) including the Louisiana Purchase, Indian policy and treaties; Manifest Destiny; the significance of the War with Mexico; interactions of white and black Americans, Native Americans, Asians, and Mexicans, and the social, economic, and political impact of the West on the growing nation

- demonstrate a chronological understanding of the Civil War and Reconstruction (1850-1877) including the slave system in the Old South and its defenders and opponents; the causes, conduct, and course of the war and the failures of Reconstruction

- trace patterns of change and continuity in the history of the United States and compare the laws of various people of various cultures from long ago until 21st Century America.

Standard 2:

Students know how to use the processes and resources of historical inquiry.

Kindergarten students will:

- pose questions about the lives of children in the past
- identify examples of connections between past and present in their own lives (e.g., new family members, change of address)

First grade students will:

- form questions to direct their investigation and analysis of family artifacts, historical documents, sites, and other records of the past
- listen to or read historical stories, myths, or legends, and compare, contrast, and discuss, the different experiences of people in the various tales.
- recognize how writing, photographs, and graphs show events in the past (e.g., daily journals, class scrapbook, hundred day time line)
- identify examples of connections between past and present in their own lives

Second grade students will:

- pose and answer questions about the lives of children and families in the past
- gather information about the past from fiction and non-fiction books, oral history , photographs and graphs
- read geographic symbols and identify the geographic features of places represented in picture maps, air photos, and terrain models of places now and in the past (e.g. name and locate the town, city, community, or state where they reside.)
- analyze historical fiction on such criteria as the accuracy of the story's historical details and sequence of events
- compare and contrast their daily lives with those of their parents and grandparents
- trace the history of a family through the use of primary sources including artifacts, photographs, interviews, and documents

Third grade students will:

- pose and answer questions about the history of their community
- gather information about the past from fiction and non-fiction books, oral histories, photographs, newspapers, and art work
- read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps such as: the geographic features of the setting in which they occurred, their absolute and relative locations, and the distance and direction involved
- use available technology to obtain historical information
- identify various sources of historical information and verify those sources as legitimate, accurate, and balanced in presentation.
- identify how diaries, historical photographs and art work are used to record history
- present examples of connections between past events and present day situations
- compare evidence we have from settlers in the west, Native American Indians, and journalists that show how various people lived in North America in the 18th and 19th centuries.

Fourth grade students will:

- gather historical data from oral history, interviews, diaries, letters, newspapers, speeches, texts, maps, photographs, and artwork. (Topics may vary widely, but techniques for verifying information should be constant.)
- use available technology to obtain historical information
- identify, analyze, and make generalizations about life in Colorado history using primary sources including artifacts, diaries, letters, photographs, art, documents and newspaper archives
- distinguish fact from fiction by comparing documentary sources addressing historical figures and events with fictionalized characters and events of common eras.
- summarize and sequence major events in Colorado history from 1876 to the present and locate significant places and events on a map of the state.

Fifth grade students will:

- pose and answer questions about key events in the history of the early United States
- suggest how things might have turned out differently if those involved in a historical event in our nation's history had chosen a different course of action
- analyze historical narratives to identify the facts the author involved has provided, and evaluate the credibility of the generalization or interpretation the author has presented
- compare the characters and events in historical fiction with primary sources such as the historical sites themselves; artifacts of the time available in museums, journals, diaries, and photos of the historical figures in the story; and news articles and other records from the period in order to judge the historical accuracy of the story
- locate on a United States map major physical features, bodies of water, exploration and trade routes, the states that entered the union up to 1877, and identify the states that formed the Confederacy during the Civil War (draw a map of the Confederate States)
- Discuss what our country would be like today if the Confederates won the Civil War

Sixth grade students will:

- pose and answer questions based on the history of the early North, Central, and South American civilizations
- gather information from multiple sources, including electronic databases, to understand events from varying perspectives
- interpret information from historical maps, photographs, art works and other artifacts of the past.
- analyze the regional development of Latin American and the Caribbean vis-à-vis physical, economic and cultural characteristics and historical evolution from 1000 A.D. to the present

Seventh grade students will:

- pose and answer questions about the history of South, Central, and East Asia and Africa
- examine historical writings for point of view, historical context, bias, distortion, or propaganda

- use specific examples to explain that judgment and generalizations about the past are often tentative and must be used carefully when dealing with present issues

- analyze the regional development of Asia, Africa, and the Middle East relative to physical, economic and cultural characteristics and historical evolution from 1000 A.D. to the present

Eighth grade students will:

- identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and make generalizations about events and life in United States History in the 19th century

- recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity

- distinguish fact from fiction by examining documentary sources

Standard 3:

Students understand that societies are diverse and have changed over time.

Kindergarten students will:

- describe the history of national and community celebrations (e.g., Labor Day, Veterans Day, Memorial Day, Cinco de Mayo, Juneteenth, etc.)
- explore the history of at least one group of Native Americans from the western plains

First grade students will:

- identify various national holidays and the heroism and achievements of the people associated with them
- become familiar with the people and ways of life of at least one Native American tribe or nation, such as: Blackfoot, Comanche, Crow, Kiowa, Dakota, Ute, Cheyenne, Arapaho, Lakota (Sioux)
- recognize how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state
- identify reasons for living in a group
- recognize that there are families and cultures around the world (e.g., the culture of Mexico and Meso-Americans, Sudan, Ukraine, etc.)

Second grade students will:

- describe various holidays & celebrations in different cultures
- identify the cultural heritage evident in their neighborhoods or schools (e.g., restaurants, and stores)
- identify ways that people in neighborhoods can help and support each other (e.g., yard care, Neighborhood Watch, snow shoveling, etc.)

Third grade students will:

- compare various family structures in Mexico, Canada, and the United States, etc.
- identify the cultural heritage evident in their community (e.g., restaurants, stores, and place names)

- explain the cultural origins of place names in the community

- identify ways that people in communities have helped and supported each other now and in the past

Fourth grade students will:

- recognize how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state

- describe the history, interactions, and contributions of various people and cultures that have lived in or migrated to the area that is now Colorado (e.g. Anasazi [cliff dwellers], early Hispanic)

- identify the location of Mexican and other settlements in Colorado (e.g. Bent's Fort, Ft. Garland, etc.)

- compare how and why people traveled to Colorado; and the major trails (Santa Fe, Smoky Hill, Overland, etc.) which they used

- identify reasons for living in social groups

- describe important components of the common cultural heritage of the United States as a whole (e.g., English language, government, family structure, and education.)

Fifth grade students will:

- describe growth and change in America from colonial times to 1861 with emphasis on territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California (note the effects of geography on settlement.)

- describe the growth and change in America from 1801 to 1861 with emphasis on the effects of geography, climate, canals and river systems, economic incentives, and "frontier spirit", which influenced the movement of people, goods, and services

- describe the physical, cultural, historical, and economic differences among the three colonial regions: New England Colonies, Middle Colonies, Southern Colonies

- describe the growth and change in America from colonial times to 1861 with emphasis on the principal relationship between the United States and Canada and the European powers (include discussion of the Monroe Doctrine), and describe how international relationships influenced western expansion

Sixth grade students will:

- describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated, immigrated, or were brought into the Western Hemisphere's history.

- explain the key historical issues in Central American and U.S. relations (including the Panama Canal) and current issues of poverty and government instability throughout South and Central America (consider what common factors create governmental instability.)

- explain the issues brought forth by cultural diversity in Canada

- compare Incan to Aztec and Mayan Civilizations

Seventh grade students will:

- describe the history, interactions, and contributions of various peoples who make up major culture regions of the world (e.g. Africa, India, China, Japan, Southeast Asia, the Middle East, Europe.)

- explain how the cultures of the earliest civilizations spread (for example, the civilizations of the river valleys of India, Mesopotamia, Europe, etc.)

Eighth grade students will:

- describe the common traits and characteristics that unite the United States as a nation and as a society (note and describe those cultural characteristics and beliefs which can divide us if we permit it.)

- describe how the social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (e g. family structures, English language, community structures, etc.)

Standard 4:

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Kindergarten students will:

- distinguish between needs and wants
- discuss computers, telephones, and other communication tools.

First grade students will:

- identify scientific and technological developments that affect the family or school environment (e.g., computers, copy machines, telephones, television, kitchen appliances and cars)
- give examples of different ways that resources can be allocated (e.g., sharing, authority, and "first-come, first-served".)
- draw upon pictures, stories, and field trips to local museums in order to write a story or draw a picture that explains the changes in family life that occurred when the family no longer had to hunt for food, could be supported on smaller plots of land, and could acquire surplus for storage and trading

Second grade students will:

- identify technological developments that affect the neighborhood (e.g., street lights, water service, electricity.)
- identify money as a limited resource
- describe choices about how to spend limited resources and discuss the fact that these choices have consequences
- describe how people obtain goods and services (barter, trade, and money.)
- identify food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources
- identify how limits on resources require people to choose what to produce and what to consume
- identify economic reasons for people moving west
- explain how the decision made by pioneers to go west altered the availability of resources for Native Americans (killing of buffalo, etc.)

Third grade students will:

- describe the impact of various technological developments on the local community (e.g., irrigation, transportation, and communication.)
- describe economic needs and wants of a community (e.g., education, recreation, transportation, and city services.)
- identify economic resources of the community (e.g., goods and services.)
- explain how supply and demand affects the resources in a community

Fourth grade students will:

- compare the lives of groups affected by changes and developments in tools and equipment (e.g., "hunters and gatherers" in contrast to the lives of people who cultivated plants and raised domesticated animals for food.) Were the tools different? Why?
- identify or describe individual achievements of scientists and inventors from many cultures
- describe the economic reasons why people move to and from a location*

Fifth grade students will:

- describe the general characteristics of economic systems (e.g. scarcity, growth, distribution of goods and services, production, and consumption.)
- describe growth and change in America from colonial times to 1861 including the impact of inventions such as the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America
- describe growth and change in America from colonial times to 1861 including the development and use of money, saving, and credit

Sixth grade students will:

- identify and explain the consequences of scientific and technological changes (e.g. navigation, transportation, printing, weaponry, agriculture, communication, and medicine.)
- explain how societies are and have been linked by economic factors
- distinguish between developed and developing countries in the Western Hemisphere and relate the level of development to the quality of life. (What part does education play in development, or the lack thereof?)

- analyze the impact of European expansion into the Americas in view of the trade in slaves, tobacco, rum, fur, and gold; and economic and cultural transformations (e.g. plants like tobacco and corn became available in new places; arrival of the horse in the Americas, etc.)

Seventh grade students will:

- describe and identify how industrialization influenced the movement of people (e.g. to, and from, urban, suburban, and rural areas.)

- explain the significance of the achievements of individual scientists and inventors from many cultures (e.g. the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books.)

- relate the differences in technology to differences in how people live in various regions of the world

- distinguish between developed and developing countries in the Eastern Hemisphere and relate the level of development to the quality of life. (Consider why some develop more evenly and quickly than others.)

Eighth grade students will:

- explain and analyze the American public's responses to industrialization and urbanization, with emphasis on "muckraking" literature and the rise of the Progressive Movement, women's suffrage, and child labor laws, reaction to working conditions, and the rise of organized labor

- explain how the economy of the Western United States has historically depended upon natural resources and how this has affected western states, especially Colorado

- explain how economic factors influenced historical events in the United States and in various regions of the world (e.g. Colorado's "boom and bust" economy.)

**Correlation: Geography Standard 4.1*

Standard 5:

Students understand political institutions and theories that have developed and changed over time.

Kindergarten students will:

- learn patriotic songs, the Pledge of Allegiance, and the National Anthem.
- identify examples of rules, such as sharing and taking turns, and the consequences of breaking them
- identify examples of honesty, courage, determination, individual responsibility and patriotism in American history in stories, in folklore, and in everyday life

First grade students will:

- identify national symbols, heroes, and holidays in the United States (e.g., flag, eagle, July 4th, Pledge of Allegiance, George Washington as "father of our country".)
- explain the making of rules by direct democracy (everyone votes on the rules) and by representative government (a smaller elected body makes the rules) with examples of both in their classroom, school and community

Second grade students will:

- explain the need for and benefits of rules & personal responsibility in a neighborhood or community *(Civics)*
- give examples of various ways decisions are made (e.g., majority vote, compromise, and personal) *(Civics)*
- give examples of how families and communities depend on each other (e.g., community services, and citizen participation.)
- explain the difference between making laws, carrying out laws, and determining if laws have been violated; and identify the government bodies that perform these functions at the local, state, and national levels

Third grade students will:

- explain why cities and towns have laws to maintain order and protect citizens *(Civics)*
- describe the functions of city government *(Civics)*

- give examples of different heads of government (e.g., presidents, kings, mayors, and governors.)

- describe how political leadership is acquired in the community

- list ways citizens can interact with local government (e.g., letter writing, and public meetings.)

- explain the need for balance between individual rights and mutual cooperation for people to live and work together in communities

- explain the fundamental ideals and principles that form the foundation of our republican form of government including inalienable rights ("life, liberty, and the pursuit of happiness"), the rule of law, justice, and equality under the law

Fourth grade students will:

- identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals, and promoted the common good

- identify and study the contents of the Constitution of Colorado and the United States Constitution as important documents *(Civics)* (Discuss ways in which these documents affect our lives.)

- explain the importance of national celebrations, symbols, and ideas in their historical context as well as today

- describe the purpose, structure, and functions of state government *(Civics)*

- explain why rules and laws have been established and enforced in states and nations

- give examples of how individuals in various groups have gained, lost, or maintained political rights, freedoms, and power in the history of Colorado

- give examples of how states and regions have become interdependent

- predict how Colorado's expanding role in a world economy might affect the future of the state (e.g., Denver International Airport)* (What problems come with growth?)

Fifth grade students will:

- explain the causes, major figures, and consequences of the American Revolution (e.g. "No taxation without representation," Intolerable Acts, Paul Revere's ride, Declaration of Independence, George Washington, Thomas Jefferson, Valley Forge, etc.)

- study and analyze the ideas set forth in the United States Constitution and the Bill of Rights as related to British and American heritage; including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Articles of Confederation

- relate the United States Constitution and the Bill of Rights to the powers granted to the Congress, the president, the Supreme Court and those reserved to the states

- describe the challenges faced by the new United States government, with emphasis on the writing of the new constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights

- give examples of extensions and restrictions of political and civil rights in United States history (e.g. Emancipation Proclamation, slavery)

- describe how attributes of various Colonial people affected their individual rights in that era (e.g. gender, racial identity, national origin, property ownership, religion, legal status.)

Sixth grade students will:

- describe how other nations have pursued, established, and maintained democratic forms of government

- give examples of how states and regions have become interdependent (e.g. the North American Free Trade Agreement (NAFTA.)

- explain the key historical issues in South America in the struggle for independence

- explain Mexico's history from Spanish Conquest through the Mexican Revolution of 1910 (Discuss how Mexico's government has affected its economy.)

Seventh grade students will:

- identify the ancient and medieval roots of governmental principles and institutions (e.g. Hammurabi's Code, Roman republicanism, Mosaic Law, Greek Democracy, Islamic Law.)

- describe the basic forms of government, giving examples of societies that have practiced them (e.g. monarchy, oligarchy, clan/tribal, autocracy, theocracy, republic, democracy.)

- describe how military and/or economic expansion resulted in the assumption or seizure of political power throughout history (emphasize Spanish-American

War and World War I: causes, effects, and connections to later international wars)

- study the personal histories of Kaiser Wilhelm and Theodore Roosevelt. Compare the two and discuss their apparent values and beliefs as shown by their actions and major decisions.

- explain the historic and geographic importance of river valley civilizations (e.g. Nile, Huang He, Tigris Euphrates, etc.)

Eighth grade students will:

- identify the causes, key events and effects of the Civil War and Reconstruction, with emphasis on the events leading to secession and war; and the impact of Reconstruction on the South

- identify leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison, etc.

- describe how forms of involuntary servitude have been used to maintain and expand political power throughout history (e.g. slavery, serfdom,) (Discuss 21st Century Sudan and other slave nations of today.)

- explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life. (Emphasize western settlement and changing federal policy toward the Indians.)

- describe how the relationships between the United States and external powers developed with the growth of the nation (build on the wars addressed in seventh grade and apply sequence, causes, affects of World War II, Korean War, and Vietnam)

  Sample Questions: 1. What circumstances seem common to all our major wars? 2. How did war with Japan differ from war with Germany in World War II? 3. In what ways were the war in the Pacific (Japan) and war in Europe (Germany/Nazis) similar? 4. What does V.E. day stand for? 5. What does V.J. day stand for?

- Identify key leaders of World War I, World War II, Korean War, and Vietnam.

- Explain specific ways in which events in each of the preceding wars affect us today. (How was our nation changed by these wars?)

- Locate and interview veterans of World War II, Korea, and Vietnam. (Prepare written reports of interviews.)

- Study and compare the personal histories of Hitler, Mussolini, Tojo, DeGaulle, Churchill, Eisenhower, MacArthur, and others

**Correlation: Geography Standard 6.2*

Standard 6:

Students know that religious and philosophical ideas have been powerful forces throughout history.

Kindergarten students will:

- recite the Pledge of Allegiance and recognize it as a statement of our country's foundation.
- participate in various forms of artistic expression (e.g., folk dances, songs, games, and visual arts.)
- Share songs of many faiths

First grade students will:

- identify traditions in their family (e.g., Thanksgiving traditions, Kwanza, Hanukkah, Christmas, etc.)
- identify celebrations in their families
- participate in various forms of artistic expression (e.g., folk dances, songs, games, and visual arts.)

Second grade students will:

- recognize that families have different traditions
- recite the Pledge of Allegiance and recognize it as a statement of our country's foundation
- identify celebrations and practices traditional in their communities (e.g., harvest days, cultural celebrations, and historical celebrations.)
- identity various art forms used in celebrations (e.g., dance, music, parades and holiday decorations.)
- learn formulations of the "Golden Rule" as expressed in major religions and ethical teachings, and practice applying it in their treatment of others

Third grade students will:

- recognize that families have different traditions based on their individual beliefs and values
- identify the variety of churches, service, and other organizations and the importance they play in their community
- give examples of forms of expression that depict the history, daily life and beliefs of their community (e.g., art, architecture, and community celebrations.)

Fourth grade students will:

- recognize that peoples develop traditions that transmit their beliefs & ideas (e.g., marriage ceremonies, feasts, naming of infants.)
- give examples of how the beliefs of people are reflected in the celebrations and practices of their communities
- give examples of religious beliefs of Native Americans in Colorado
- Give examples of forms of expression that depict the history, daily life and beliefs of various peoples (e.g., folk tales, ballads, dance and architecture.)

Fifth grade students will:

- describe religious traditions of various ethnic groups in Colonial United States
- describe religious developments in United States history (e.g. the Puritans, the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of "utopian" religious communities.)
- give examples of how religious and philosophical beliefs defined standards of right and wrong, good and evil, and justice and injustice in Colonial America

Sixth grade students will:

- describe different religious concepts that have developed throughout history (e.g. monotheism and polytheism.)
- describe how societies have used various forms of arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history
- explain how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies

- Study and explain the artistic, religious, oral traditions, and the architecture of the Incas, Aztecs, and Mayas

Seventh grade students will:

- explain the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds
- explain the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity
- explain the origins of Islam and the life and teachings of Mohammed, including Islamic teachings on the connection with Judaism and Christianity
- explain the fundamental teachings and influence of Confucianism and Taoism
- explain the influence of Islam on the religions of West Africa
- explain the life and moral teachings of Hinduism and its spread to India, Ceylon, and Central Asia
- explain the reasons for the spread of Buddhism and its influence on China and Japan
- explain long standing religious conflicts and current manifestations (e.g. Middle East Conflict, Bosnia, Ireland, etc.)

Eighth grade students will:

- give examples of the unique art forms that characterize the various ethnic groups in the United States and their religious beliefs and philosophical ideas throughout history
- examine the common themes in American literature, using writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow, Twain, Crane and others
- compare the non-violent "passive resistance" movements of Martin Luther King, Jr. and Mahatma Gandhi with political change forced through violence (e.g. Castro/Cuba, Mao Tse-tung/China, American Revolution , the War Between the States, etc.)

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